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ABSTRACT

The State of Florida allocated funds for a new Social Science building at Broward Community College, North Campus. The ground floor was to be devoted to the Behavioral Science Department. Using the results of a previously-completed departmental self-study which surveyed departmental purposes, the present status of each course, teaching methods, grade distributions within the department, personal characteristics of faculty members, the quality of library holdings, the suitability of present physical facilities, and faculty attitudes toward departmental policies, and which provided ten year projections of the numbers of students and instructors, the researcher developed detailed plans for the interior of the ground floor of this new building. Keeping the general considerations of the philosophy, organization, and teaching needs of the department in mind, the most efficient method of utilizing the 6,400 square feet available was ascertained. Final plans include 11 offices, four flexible classrooms, four seminar rooms, and an educational laboratory equipped with study carrels for individualized instruction and a computer terminal. The author recommends that faculty and students participate in facility planning and that these plans be submitted to them for review and suggestions. Actual building plans and the self-study report are appended. (DC)

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PLANNING AN EFFECTIVE BEHAVIORAL SCIENCE BUILDING

by

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Broward Community College

A Practicum Presented to Nova University in Partial
Fulfillment of the Requirements for the
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INTRODUCTION

The problem of planning a building to meet the needs of students and staff has existed for years in every educational institution. Through this practicum, an attempt was made to create a model for people faced with the opportunity and challenge of planning an effective building on a college campus.

The opportunity to plan a building arose at Broward Community College, North Campus, when the state funded enough money to build a new Social Science Building. The ground floor was planned for a Behavioral Science Department. The role of the researcher was to plan the interior of the ground floor.

BACKGROUND AND SIGNIFICANCE

Despite increasing emphasis upon independent study and self learning, the essence of the learning process is the relationship of the teacher, the student, and knowledge. The success of education depends upon people, not buildings. Why then should the college be concerned with the planning of the building? The answer is that education, like all human activities, generates an environment of its own. Some sort of physical plant has been and will continue to be necessary. (Elfin, 1964)

American colleges and universities have often built buildings and later thought about what they were to be used for. (Lelong, 1971)

This will not continue in American education. Higher education has had to tighten its belt. A great deal of consideration must now go into a decision of how to plan a building. It is estimated that about 1.5 billion dollars a year is being spent on facilities. The American taxpayer will not allow this money to be spent without a great deal of planning first. (Elfin, 1964)

Who should make the decision? In many cases the plans for a building are being done by people who are not really affected. The legislative bodies decide if a need exists without ever visiting the campus. That is the first level. After the college receives the funds, often the administration is the body that plans the building. The people that are going to actually use the building; the faculty, students and staff are the people who are not allowed to give input. (Lelong, 1971)

What should be the role of faculty in decisions on capital improvements? Dykes, in his book entitled Faculty Participation in Academic Decision Making surveyed a sample of faculty members. Ninety-six percent of the faculty felt that the proper role of faculty was to have some input into the capital improvement decisions. Seventy-five percent felt that an advisory role would be sufficient. (Dykes, 1968)

This feeling seemed in contrast to what is happening on large and medium sized college campuses where the decision making for capital improvements is being moved from the department level to the central administration. As this happens, Lelong felt that decisions inevitably become based upon a less complete and less personal understanding of all factors. (Lelong, 1971)

Faculty participation in governance is one of the most influential forces in the institutional setting. Unlike most organizations, the majority of employees at a college are professional and for years have shared with administration major policy making responsibilities. (Lelong, 1971)

Who should make the decision is often based on how rather than why the building should be built and why it should be built in a particular way. As mentioned earlier, buildings have often been built on campuses with no specific reason in mind. That luxury has long been destroyed. Now the whys have become the major focus.

The Western Interstate Commission on Higher Education suggested that two types of data must be collected before planning a new building. First an inventory must be made of present facilities, and a study of the utilization of the present facilities should be undertaken. These two sets of data must be collected and must show that a need exists for a new building. (WICHE, 1970)

After the decision is made that a new building is necessary, four issues must be researched: technology, utilization of space, flexibility and the socio-psychological aspects of education. (Horn, 1965)

Educators have tended to allow technology to pass by. There are so many technological advances that can assist in instruction such as audio visual materials, learning machines and computors, all of which have a place in education. The planners must be aware of these technological advances and make sure that the building can utilize them. (Horn, 1965)

The planning of buildings must take into account how many hours the rooms can be used. Laboratories should be built so that they can be utilized at the same rate as other facilities. The rooms should be of proper size so that a quarter of the building is allotted to a lecture hall that is used as a standard classroom for the majority of the day. With increasing costs, eighty percent of these seats being wasted cannot continue. (Horn, 1965)

The key to building centers around the word flexibility. Buildings are being built to be used in the year 2,000. They must be able to meet the needs of students at that time. Therefore, flexibility must be the key concept in planning. The rapid changes in education make flexibility the most complex concept in academic planning. (Horn, 1965)

There are two reasons for spatial flexibility. The first reason is money. College buildings, like all other buildings, are bought by the square foot, and flexibility can allow for more intensive use of each square foot. The second reason is change. The truly flexible building can accomodate

the new programs which changing educational patterns produce with even more rapidity and regularity. (Horn, 1965)

When planning a building, a planner must take social and psychological factors into account. The building must be set up to meet the needs of students. If remedial studies are a pressing need, then individualized carrels might be necessary. Do the instructors use offices for counseling? Are laboratories to be used for only experiments or for a place for students to gather? These questions must be answered before planning the building. (Horn, 1965)

Education has ordinarily tended to underestimate the importance of facilities. It is easy to make a case for the fact that instructors and thought do not depend on the physical aspects of the institution, but it is equally easy to find that time and time again the physical aspects of an institution either stand in the way of its educational aim or support it.

PROCEDURE

The planning that took place was based on data that had been gathered about the needs of the department for the next ten years. This data was obtained through a departmental self-study previously done by the researcher. (See Appendix E) The study was also based on the philosophy of the school and department and the needs of the present situation as well as situations in the future. The researcher broke down the administrative decisions into three areas: (1) the philosophy of the department, (2) the organization of the department, and (3) the teaching needs of the department.

In writing the building specifications, the researcher dealt with very specific considerations, needs, and a justification of why the building specifications were submitted in the way they were. Drawings of specific areas such as the typical classroom, typical office and the educational laboratory were submitted with all measurements drawn in. (See Appendix A,B,C and D)

The outside dimensions of the building were established by the architectural firm hired by the college.

RESULTS

Certain considerations were presented in the results of this practicum in order to establish a background for the decisions that were made concerning the building plans.

The general considerations were the philosophy, organization and teaching needs of the behavioral science department. With those factors as a background, the specific considerations of the classrooms, seminar rooms, offices and educational laboratory were presented.

GENERAL CONSIDERATIONS

The Behavioral Science Department philosophy reflected and will continue to reflect the philosophy of the total institution. Behavioral Sciences was found to be dedicated to serving the needs of each individual student whether he be a transfer student, technical student, or in a non-degree program.

In order to serve the needs of each of these groups of students, a varied and comprehensive curriculum was needed. The need to be flexible and to be able to make innovations was a prime concern of the department, and this reflected itself in Building 22. It was difficult to imagine the needs the building was to be required to serve in 10 to 20 years. The amount of technological and social change taking place every year was and continues to be catastrophic. The career and social needs of the community will change, and the goal of the Behavioral Science Department was to keep up with these needs.

The Behavioral Science Department of North Campus was set up to have a campus-wide division chairman with a department head of the Sociology, Psychology and Education Departments. This reorganization was planned for the Fall of 1975.

The self study projection for the Behavioral Science Department called for 45 instructors in 1981-82. The North Campus was projected to have approximately 35 percent of that

total, which would call for an estimated 17 faculty members by 1981-82. The Behavioral Science student enrollment was predicted to be 2,757. (See Appendix E)

These projections were given to attempt to project an estimate of what the office and classroom needs will be. This again accentuated the needs for a flexible unit to provide for growth and new programs.

Since the dedication of the Behavioral Science Department was to provide for each individual student in the future, it was necessary to consider such methods as individualized instruction with the use of cassette tapes, learning machines, etc. The technological growth of the community brought the view that the Behavioral Sciences at Broward Community College would begin a computor age in a short number of years. These technical advances were necessary to consider so the students' education in the future related to the real community.

At the same time, it was necessary to provide the humanistic approaches to learning so that the instructor and student would not be swallowed up in a possible cybernetic disaster.

There existed a need to provide the community with a resource into the many social issues that exist and services that would serve the various needs of city government, businesses and social organizations and agencies.

SPECIFIC CONSIDERATIONS

It was estimated that 8,100 square feet of space was available in the ground floor of Building 22, of which 6,400 square feet were to be used for planning the Behavioral Science Department.

An estimated 20 percent of the 8,100 square feet was to be used for outside walkways, air conditioning, etc. When looking at the specifications, the researcher had in mind that two other buildings were being planned to house social science areas.

The specifications were as follows:

FUNCTION		SQUARE FEET
Offices for 11 faculty Storage and workroom Hallway space	10'X8' 15'X10' 10'X32'	1,350
Ed Lab	40'X20'	800
Classrooms 4 at Seminar rooms 4 at	20'X30' 15'X20'	3,600
Hallway space	65'X10'	650
		6,400 square feet

(See Appendix A)

Four seminar rooms at 15' by 20' were established to handle a group of 20 students quite effectively. These seminar rooms were to be utilized as full scale classrooms by collapsing the portable walls. The collapsable walls were designed to afford the type of flexibility that was needed to serve the needs of all students.(See Appendix B)

The eleven offices that were planned measured 10' by 8' and were able to serve one faculty member adequately and were not planned to serve two faculty members. The office space for faculty members was considered an important part of the institution . The researcher felt that the faculty members needed to have a place to prepare for their upcoming classes and programs they might want to plan for the future. The integral job of counseling students by faculty members was also a consider-

ation. It was believed that if faculty members were satisfied with their offices, the morale would be raised, and this would be an important aspect of any educational institution. (See Appendix C)

The Educational Laboratory was viewed as one of the most important aspects of the building. The trends in education seem to be going in the direction of individualized learning and experimental learning. The lab had the facilities to handle both these innovations. (See Appendix D)

The study carrels could be equipped with learning machines, soft-ware program texts, cassette lectures, film strips or 8 mm films. The experimental part of the lab was designed to be used in all three departments. The experimental research technique was found to be increasingly important in all fields.

The computer terminal would be hooked up to the main computer on Central Campus and could afford many opportunities for innovative learning. Calculators were also planned to keep up with the technological advances in the community.

The building specifications were sent to the Executive Dean of North Campus who forwarded them to the Executive Vice President and the Vice President of Business Affairs. A subsequent meeting was called of all the interested parties and the architect. This meeting resulted in having the majority of the specifications that were proposed accepted with only a few minor changes in one classroom size and with increasing the size of faculty offices.

RECOMMENDATIONS

Participation on behalf of the faculty in planning a building is a healthy concept, and each new building should include input from them all. The input from faculty is a very practical idea in that in so many cases after teaching and having an office in another building, the instructor learns from experience certain pitfalls that could be avoided by gathering his input.

Students should be included in this planning process to avoid the pitfalls from a student's viewpoint.

Since this planning is liable to affect the total campus for a goodly number of years, a lot of time and consideration should go into the planning of a building. There also could be a set of plans that have been used in other institutions of comparable size. If these plans could be given to faculty members, a larger array of choices would be at their disposal to make experienced and helpful decisions.

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APPENDIX

Appendix A

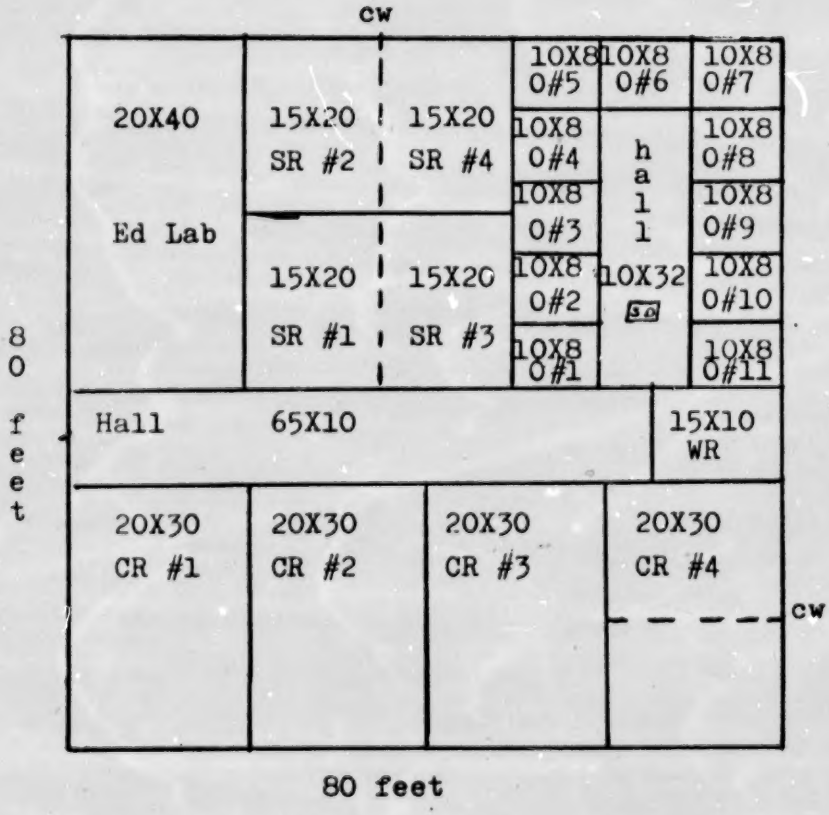
BUILDING # 22 GROUND LEVEL

BEHAVIORAL SCIENCES

80'X80' or 6,400 square feet

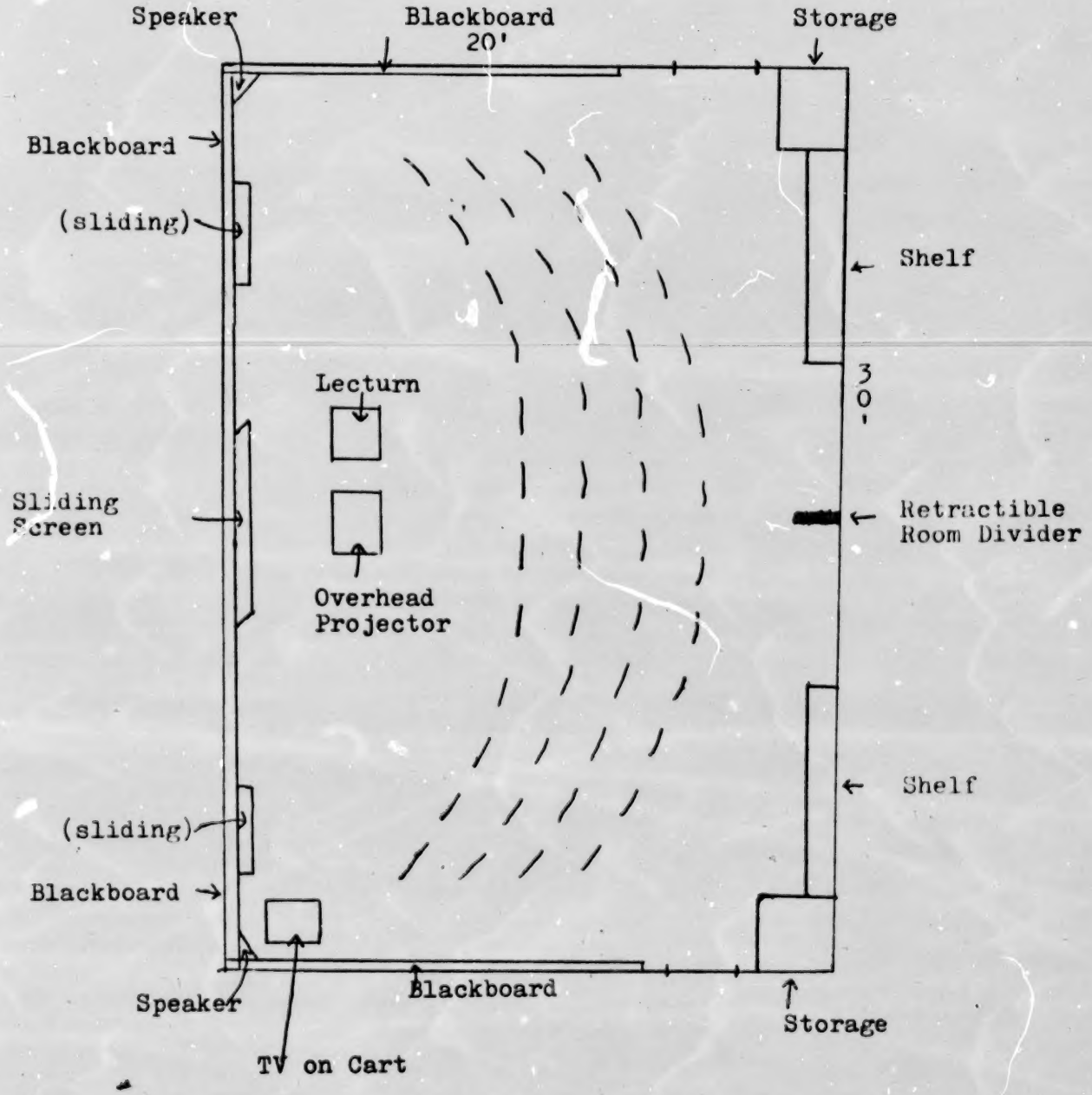
KEY

1. CR = Classroom
2. Ed Lab = Education Laborato
3. SR = Seminar Room
4. cw = collapsable wall
5. WR = Work Room
6. O = Office
7. SD = Secretary Desk



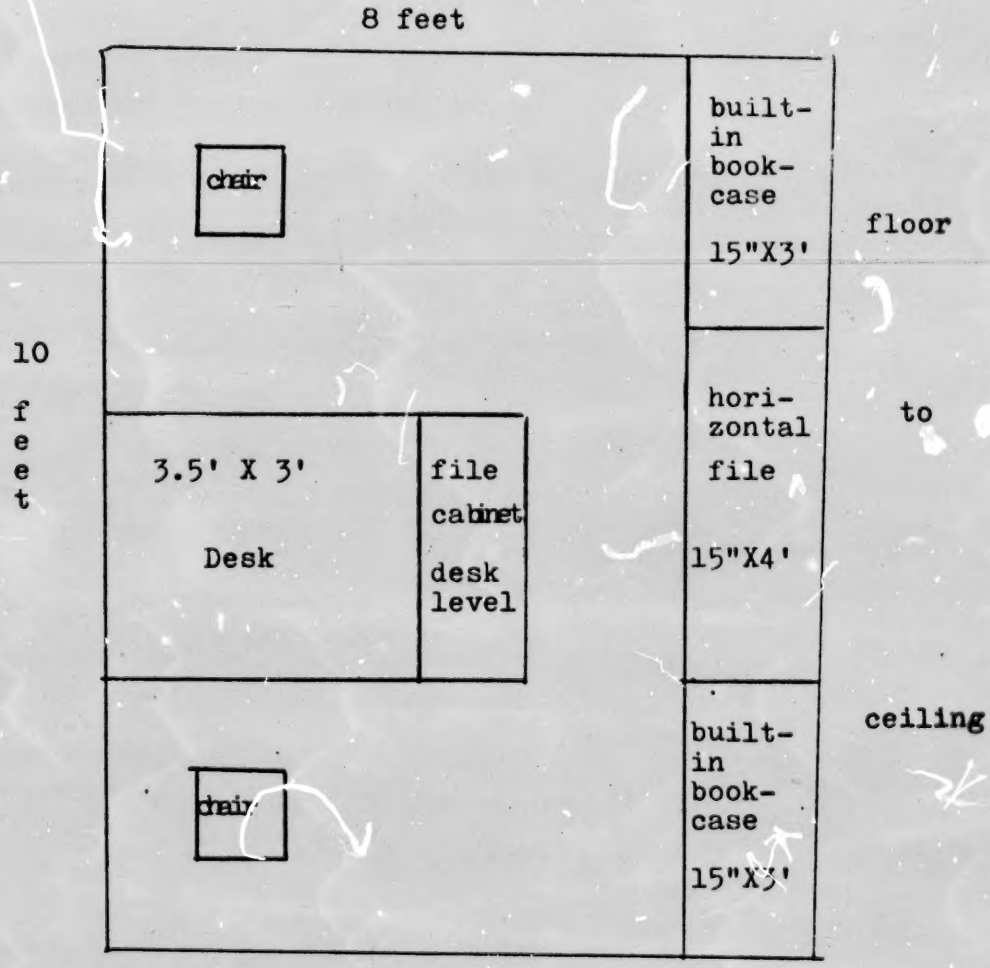
Appendix B

CLASSROOM
20' X 30'
space for 48 students



OFFICE

8' X 10'


8 feet
10 feet
chair
built-in book-case 15"X3'
floor to ceiling
horizontal file 15"X4'
3.5' X 3'
Desk
file cabinet
desk level
chair
built-in book-case 15"X3'

APPENDIX E

DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY,
RELIGION and EDUCATION

SELF-STUDY REPORT

MARCH 1973

Chairman: Lee Jones

PSYCHOLOGY, SOCIOLOGY, RELIGION and EDUCATION

Purpose

The basic beliefs of the Behavioral Sciences Department reflect those of Broward Community College.

The purpose of the Behavioral Sciences Department is as follows:

1. To provide programs which parallel the first two years of a degree program in four year colleges and universities. To fulfill this purpose we provide the following classes. PSY 201, 202, and 238; SOC 201, 211, 212; EDU 299.
2. To provide general educational requirements for its major and non-major students. The following classes provide the students with this purpose: PSY 100, 101, 201, 202, 211; SOC 211, 221, 231; REL 121, 141, 142, 223.
3. To provide educational opportunities for students who do not plan to complete a four-year degree program, but who can profit from the pursuit of a technical, semi-professional and occupational education at the college level. The following courses provide the students with this opportunity. PSY 100, 221, 211; EDU 081, 082, 083; SOC 222.
4. To provide programs for students that will assist them in their personal and social adjustment to life. The following courses assist the student in his personal and social adjustment. PSY 101 and SOC 231.

5. To provide programs for students which will enable a student to improve his personal and financial efficiency. These courses help prepare a student to improve his efficiency. PSY 221; EDU 210, 140.

6. To provide programs that will serve the community and improve community relations. The following programs and classes help to serve the community and improve community relations. PSY 100; SOC 221, 231; seminars and lectures for community groups.

At the present time the purposes of the department are being met. The department is aware of its position in a rapidly growing institution; thus additional programs are being instituted to help in meeting these purposes.

General Education Requirements

The Behavioral Sciences Department considers the General Education requirements to be satisfactory at this time but is aware that changes could be a necessity in the future.

Some recommendations and comments have been given by various departmental members concerning courses of limited appeal and possible duplication. The following courses have been examined in this light.

PSY 211 - CHILD PSYCHOLOGY

It has been suggested that the course description in the catalog be changed because it does not accurately describe the content of the course. Also it might be possible to offer two courses in the general area of child development, one emphasizing cognitive functioning, language acquisition and other aspects; the other, heredity, the prenatal period, as well as psychopathology and various other areas.

PSY 221 - APPLIED PSYCHOLOGY

Behavioral laws are applied in situations calling for behavior change. The student is provided with a variety of opportunities to modify behavior by applying principles of behavior. The student then evaluates the effectiveness of his program.

Prerequisite: PSY 201 & 202

PSY 238 - SOCIAL PSYCHOLOGY

This course is generally taught by someone in the Sociology area and appears to lean more heavily upon the Sociological discipline than the Psychological. However, it is regarded for credit as a Psychology course. Therefore, for the reasons cited above, it has been suggested by a departmental member who shares responsibility in teaching the aforementioned course that it might serve the best interests of the school and students if credit were optional as either Sociology or Psychology.

EDU 299 - PERSPECTIVES IN EDUCATION

At this point, it should be mentioned that EDU 250, Introduction to Education has been replaced by EDU 299, Perspectives in Education. This change was not reflected in the current catalog (1971-72). Both EDU 250 and EDU 299 are listed as institutional offerings. This matter was clarified at a meeting of the Academic Affairs Committee, September 21, 1971. EDU 250 is to deleted from the next catalog.

Teaching Methods

Instructors of the Department of Behavioral Sciences use a variety of teaching techniques. The specific method used and any evaluation of the method depend to a large extent on the course content and on the personal style of the instructor. This diversity is enhanced by the value placed on "academic freedom" within the classroom.

The most commonly used teaching technique is some form of the lecture method. This can be broadly interpreted to include everything from instructor-centered presentation to a less structured dialogue with much student participation.

Many instructors use individual projects and instructional demonstrations that are designed to bring out specific educational points to provide active participation in a learning experience. Generally those who use these methods believe that active participation in a learning experience is a more effective technique than a "passive lecture."

A third commonly used technique involves the use of discussion or task-oriented student groups.

A number of less commonly used techniques include student presentations, field trips, and informal "rap sessions."

A recently introduced program of "contingency managed" instruction in a departmental attempt to provide quality education for an increasingly large enrollment at minimum cost. Essentially the program encourages a student to succeed through a series of increasingly challenging study units. In addition to the regularly scheduled classroom periods, students receive the benefits of personalized interaction with a "student manager" who has previously passed the course and who shows an interest in such instruction. In addition, for students who are successfully mastering the units, a program of field trips, projects, and controversial discussion sessions is scheduled.

The task of evaluating a course in terms of its relevance to the course content seems to be an inseparable part of instruction. For most instructors, evlauation of one's technique depends on informal

feedback from current and former students. To the question "What criteria do you use in evaluating the effectiveness of your instructional method?" two answers were most often received. Academic achievement in the course content and in similar courses (particularly in other institutions) was mentioned most often. Equally important for many instructors was the interest and "bias" toward a particular field of study that is generated in a course.

In an attempt to increase this feedback several instructors use or have used somewhat more structured evaluative techniques. This often involves a comparison between similar classes in which style of presentation, type and frequency of testing, use of outside material, etc., are varied. Feedback is also received from "end of the term" student evaluations that are standard throughout the institution. This form is intended to aid the quality of instruction by pointing out weaknesses in the course and in the instructor. Many instructors feel that this evaluation is insensitive to the important aspect of instructional quality. The major criticism is that it concerns itself with irrelevant details that have little value in appraising the instructor's ability. Another criticism is that it is administered at a time when students are concerned with final tests and therefore do not answer the evaluation sincerely. In light of these criticisms it is suggested that a more thorough and systematic evaluation would be helpful. A longitudinal study of a student's academic, occupational success throughout his college and work career could be evaluated. Input from the student who has graduated would suggest to improve instruction.

There are no department-wide tests. Each instructor has the responsibility to make up his or her own tests. Items for the tests are selected from the test booklets that publishers send with textbook desk

copies. Two or three instructors make up some items on their tests and have questions that cover both textbook and lecture. Several include essay questions.

The number of questions per test ranges from about 25 to 50; however, at least two instructors also give brief practice quizzes of 10 items or less, and one uses oral examinations to supplement or to increase the scope of the written tests. By a rough estimate, about half give a mid-term and/or final, and the other half average the grades from the regular tests for the final grade. The number of tests given per semester ranges from three or four to about forty with the usual number estimated to be about five.

GRADE DISTRIBUTION WITHIN THE DEPARTMENT
TO THE TOTAL FACULTY PATTERN

Total faculty pattern (1970-71, average percent of class receiving each grade)

A	B	C	D	F	F - XF - WF	W - WP	I	NG
18	26	22	5	2	3	21	2	1

Within the department (1970-71; average percent of class receiving each grade from the Department of Psychology)

A	B	C	D	F	F - XF - WF	W- WP	I	NG
17	28	26	6	3	4	16	2	0

(1970-1971; Average percent of class receiving each grade for Sociology)

A	B	C	D	F	F - XF - WF	W - WP	I	NG
32	26	21	2	1	1	15	2	0

(1970-71; Average percent of class receiving each grade from Religion)

A	B	C	D	F	F - XF - WF	W - WP	I	NG
23	29	18	2	.5	.5	23	2	0

(1970-71; Average percent of class receiving each grade from Education)

A	B	C	D	F	F - XF - WF	W - WP	I	NG
23	26	29	5	.3	1	16	.3	0

Faculty

The Behavioral Sciences Department has sixteen full-time faculty members. All of the members have Master Degrees with five holding Doctorates.

The Department also employs thirteen part-time instructors all having Masters Degrees; one has a Ph.D.

HIGHEST DEGREE ATTAINED — FULL-TIME MEMBERS OF BEHAVIORAL SCIENCES

	No.	Percent
Bachelors Degree	--	--
Masters Degree	11	68.8
Doctor's Degree	5	31.2
TOTAL	16	100.0

BEHAVIORAL SCIENCES DEPARTMENT - FACULTY ACCORDING TO DISCIPLINE TAUGHT

	Full-Time	Part-Time
Sociology	6	3
Psychology	8	6
Education	1	4
Religion	1	-
TOTAL	16	13

Most of the staff are teaching in the field of their college major. Exceptions are the following: One member of the staff who has a degree in Theology teaches sociology and psychology courses. However, the staff member has 32 graduate hours in Sociology and 30 graduate hours in Psychology and has been the Director of a Family Counseling Agency for six years. One other member of the staff who has a degree in Education teaches Religion.

The number of years of experience in community college teaching by Department can be seen in the table below:

DEPARTMENT	MEAN NO. OF YEARS
Psychology	8.25
Sociology	5.2
Education	12.0
Religion	7.0

Outside experience related to the Community College by Department:

DEPARTMENT	NO. OF YEARS
Psychology	10
Sociology	2
Education	27
Religion	20

The age of the staff members can be seen in the table below:

DEPARTMENT	MEAN AGE
Psychology	44.1
Sociology	32.2
Religion	53
Education	56

Library

Emphasis in this report is on the quality of library resources. The degree of usage will be explored by a campus wide committee which will obtain more accurate information through questionnaires to be answered by faculty and students and through other such methods.

The faculty in the Department of Behavioral Sciences evaluate the resources of the library quite favorably. The extent and quantity or books and periodicals are considered excellent by most of our faculty, particularly in terms of standards for a Junior/Community College Library. Materials are appropriately current, up-to-date.

Although there may be subject areas in which books and journals tend to be too scholarly for students just beginning college parallel work or enrolled in one-year or two-year degree programs, a desirable balance in level of difficulty is effected or maintained.

More periodical literature is needed in the disciplines of Sociology and Religion. Depending upon the availability of funds, requests by faculty members for purchase of new reading materials are welcomed by library staff, and these materials are obtained if at all possible.

The extent of student use of library resources varies widely, reflecting course requirements as well as student interest in the subject content of the courses offered. Approximately half of our instructors require that students do outside reading in some or all of their courses.

In those classes in which outside reading is not required, a list of recommended reading materials is usually given. Upon the basis of assigned and recommended reading it is likely that at least half of the students enrolled in the departmental courses use library resources for purposes specific to these departmental courses. Some students read widely and independently, and it is not unusual for such students to recommend or refer library materials to instructors.

Physical Facilities

The Department of Behavioral Sciences is presently understaffed and underhoused. The department is currently carrying a 20 full-time isntructional equivalent.

The faculty is presently housed in the upper floor of "O" Building. There are 20 offices in this area. At this time the office spaces are also being utilized by the History and Political Science Department. The Behavioral Sciences Department has a total of six office spaces of the twenty. Included in those six members who have offices are the Department Head of Behavioral Sciences and the Division Chairman of Social Sciences. The rest of the staff is housed in makeshift areas in classrooms in Building 15. Seven full-time members and two interns are housed in Room 213, a classroom converted into office spaces. One instructor if housed in the Behavioral Sciences Laboratory. There is no space for part-time instructional staff to use as office space.

Lack of classroom space is another difficulty the department is faced with. Because of the rapid growth in students and expansion of classes offered. the department is in need of more classroom space. This, added to the attempt to expand our educational resources to include

more student participation in lab, small group work and Audio Visual resources, has created a strain of getting adequate facilities to provide for the department's innovations.

Recommendations for change are contingent upon the amount of construction of facilities that could be utilized for the department. One possibility would be to completely take over the present building we are presently housed in. This would still be inadequate of the projections that are being made by Rothrock, Reynolds Reynolds, etc., are correct. We will grow out of this facility in the near future.

Policy

A survey was taken of faculty opinion on departmental policies and the following are the results:

A change that was mentioned the most among this department was the college policy on required absence reports. Those faculty who disapproved of the present college absentee policy expressed that the taking of roll took too long and ultimately cut into the class time. Further disagreement was based upon the idea that a college student should decide for him or herself if they will attend on the given day or not. One-half of the instructors who replied in the Psychology, Sociology, Religion, and Education Department expressed desire for this change in policy.

Equally as high was the number of faculty who desired change in the policy of mid-term reports or grades. Objections were raised because some faculty members do not have a grading system of A, B, C, D, and F at the mid-term, but may be operating under a total point dispersion or a grade based upon total improvement based upon completion of the course. Since the grade is not permanent, the faculty who desire this change expressed that with high class loads the mid-term grade becomes a needless function.

Several changes were mentioned in the area of departmental communication. A more formalized communication system with complete minutes of all department meetings was suggested because it would give a complete record of what has occurred during the past, plus that formal communications were felt to be more accurate than information that was passed by word of mouth.

Directly linked to the concept of increasing communications were changes suggested by one-fourth of responding faculty in that more staff meetings should be held on the departmental level so faculty members could tell other faculty members what they are doing because class scheduling does not permit some faculty members to see each other. The second change suggested is that each separate discipline have their own meeting for the same purposes expressed above and that courses instructed by two or more people may be resolved to have a common purpose or goal.

The third suggestion mentioned by two faculty members is that faculty seminars could be held to improve or imform others of new teaching methods or concepts new to the discipline which would help the instructor in his classroom material. Increased secretarial help was generally felt to be needed if these changes were to take place.

Over one-third of the responding faculty expressed the desire that the policy limiting the instructors to fifteen hours of instruction per week should be changed in order to allow the overload of teaching hours. The compensation that goes with the overload would be going to one that teaches the class. The current teaching load which is based upon the number of classroom hours instructed per week was felt to be inadequate and that the teaching load should be based on the number of students the instructor had enrolled in his class.

Ten Year Projection - Behavioral Sciences Department

In a study by Rothrock, Reynolds, and Reynolds, Inc., on Broward Community College, a ten-year projection was made of student enrollment, the Behavioral Sciences enrollment present in this study is listed below;

Ten Year Projection - Student Enrollment of the Behavioral Sciences Dept. Projection by Rothrock, Reynolds and Reynolds, Inc.

TERM I PROJECTION

Base Year	Total	Central	North	South
1969-60	1744	1744	-	-
1970-71	2173	2173	-	-
1971-72	2688	2688	-	-
1972-73	3248	2664	584	-
1973-74	4057	2729	1328	-
1974-75	4894	2388	1957	548
1975-76	5423	2072	2142	1209
1976-77	5566	2215	2215	1136
1977-78	6228	3208	2117	903
1978-79	6172	3438	2036	697

The beforementioned study has proven inadequate in projecting the student population in Behavioral Sciences. Actual enrollment, using Term I statistics, have revealed an underprojection of 10.7% for 1970-71 and an underprojection of 20.3% for 1971-72 of the student population in Behavioral Sciences. Actual enrollment for years 1967-1972 (Behavioral Sciences Department) are presented below:

ACTUAL ENROLLMENT

	CENTRAL CAMPUS TERM I	NORTH CAMPUS TERM I
1967-68	1136	-
1968-69	1348	-
1969-70	1744	-
1970-71	2405	-
1971-72	2907	326

The Behavioral Sciences Department in Term I, 1971-72 has reached the enrollment predicted by Rothrock, Reynolds, and Reynolds, Inc. for Term I, 1978-79 or, in other words, the growth rate of the Behavioral Sciences Department is seven (7) years ahead of schedule.

The growth of the Behavioral Sciences Department has been increasingly rapid over each previous year. The growth percentage of the Department over the previous year for Term I is as follows:

1967-68 - - 19%
1968-69 - - 29%
1969-70 - - 38%
1970-71 - - 13%

The Behavioral Sciences Department has grown 248% in the last five years (1967-1971).

Using a modest 10% growth rate for each year, the revised growth rate of student enrollment is as follows:

UPDATED PROJECTION OF BEHAVIORAL SCIENCES DEPT.

BASE YEAR	TOTAL	CENTRAL	NORTH	SOUTH
1972-73	3556	3198	456	-
1973-74	3912	3208	704	-
1974-75	4303	2401	1415	486
1975-76	4733	2641	1557	535
1976-77	5206	2904	1713	588
1977-78	5726	3195	1884	647
1978-79	6298	3514	2072	711
1979-80	6927	3866	2279	782
1980-81	7620	4252	2506	861
1981-82	8382	4678	2757	947

The enrollment for each Campus is divided as follows:

Central Campus	55.8% of total enrollment
North Campus	32.9% of total enrollment
South Campus	11.3% of total enrollment
	100.0% TOTAL

Ten Year Projection of Faculty Members

In 1971-72 there were 17.4 full-time faculty members of the staff of the Behavioral Sciences Department. Using the same faculty/student ratio (37.1) of the Behavioral Sciences Department that occurred in Term I, 1971-72, the number of faculty needed for all campuses in ten years is as follows:

1972-73	19.4
1973-74	21.0
1974-75	23.4
1975-76	25.6
1976-77	28.0
1977-78	31.0
1978-79	34.0
1979-80	37.8
1980-81	41.0
1981-82	45.0

It is quite evident that the Behavioral Sciences Department will be expanding greatly even using a modest 10% growth rate for each year. Facilities of the Behavioral Sciences Deparment at the present are used to their maximum capacity. Facilities, classroom and office space, will be needed to be at least doubled to keep current standards applicable in 1981-82 for all campuses.

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